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ABSTRACT

The guide lists seven program objectives and 15 activities guides for meeting the objectives. Included in each activity is an introduction, outdoor activity, classroom activity, and evaluation. Sample activities are: Animals Use Natural Materials to Provide Food and Shelter, Differences in Soil, Decomposition, Man-made or Natural Objects, Food Chains, and Natural Sounds. The guide is illustrated with drawings. (Author/RH)

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Tallahassee · Florida
Ralph D. Turlington · Commissioner

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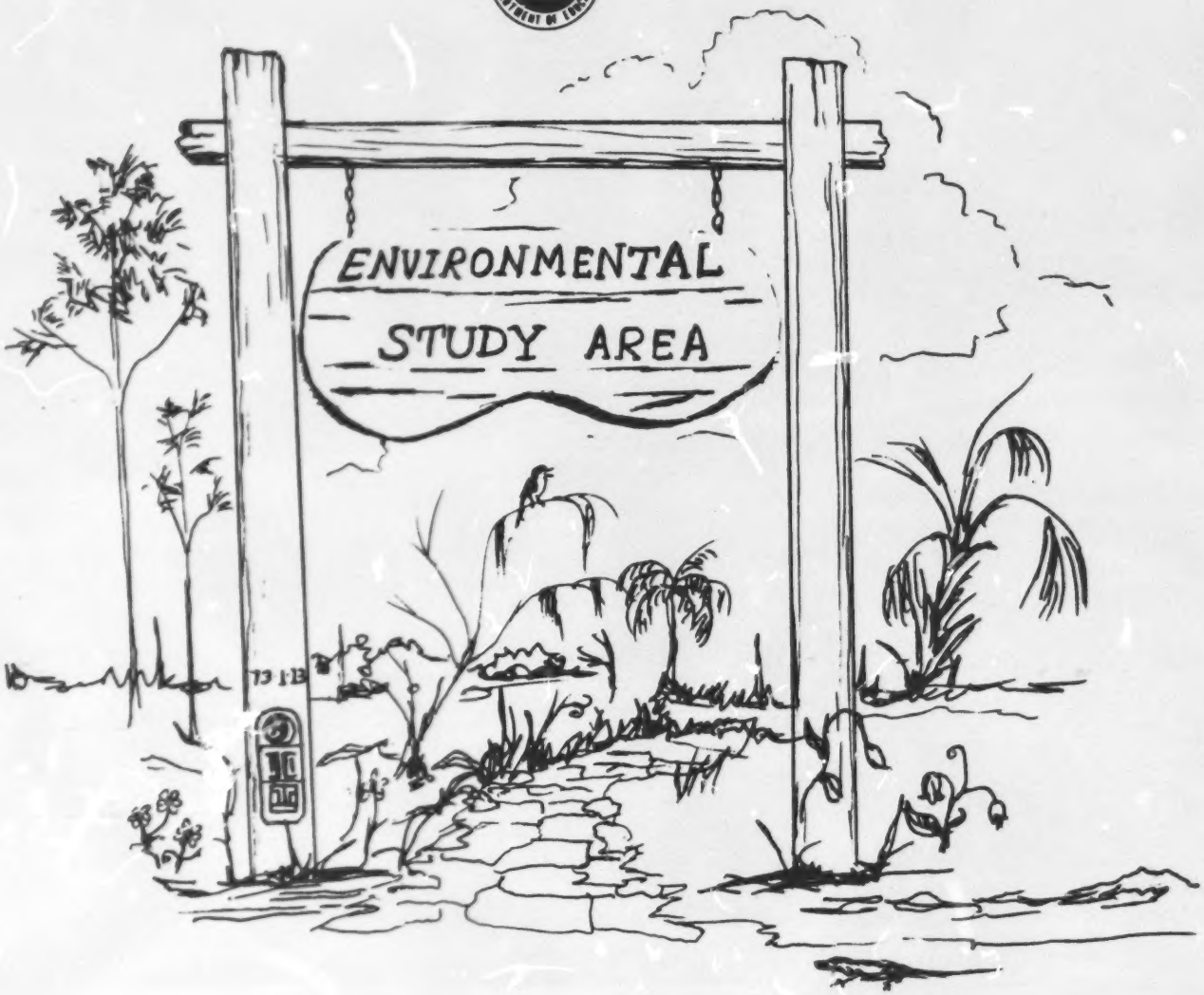

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Lake City, FL 32055

S. Earl Watts, Principal
Columbia County Kindergarten Center
West Leon Street
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PREFACE

The Florida Department of Education is pleased to reproduce this booklet of "mini-lessons" for Florida primary schools. The original booklet was written and printed by teachers in Columbia County with funds provided by a grant from the Bureau of Environmental Education.

This booklet deals with a very important but often neglected component of education, primary schools. These lessons emphasize basic learning activities using the environment as a point of focus.

The Department is pleased to help distribute this fine publication and sincerely hopes other Florida teachers will find it useful.

Ralph D. Turlington

RALPH D. TURLINGTON
COMMISSIONER
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Columbia County School System

Columbia County Kindergarten Center

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PRINCIPAL

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Mr. Woodrow J. Darden, Director
Division of Elementary and
Secondary Education
Department of Education
Tallahassee, Florida 32301

Dear Mr. Darden,

This document was produced by the teachers of the Columbia County Kindergarten Center as part of their "mini-grant" from the Florida Department of Education under the 1973 Environmental Education Act. All the teachers of Columbia County want to thank you for the support and expertise made available to us.

Consultants from the Bureau of Environmental Education were instrumental in creating the proposal and making numerous suggestions as the mini-lessons were written, field-tested and finally revised. The materials and professional support that were furnished the Kindergarten Center has helped our Environmental Education program make tremendous strides. We are all looking forward to continuing this fine relationship.

The mini-grant provided the necessary impetus for a coherent environmental education program to start in Columbia County and this booklet of Environmental Study Area lessons represents a small part of that start. The real beginnings are in the minds and enthusiasm of our teachers. The grant enabled us to truly unlock the classroom door and let our students discover the world around them. The changes in the children are quite noticeable but the change in the teachers is absolutely fantastic. Columbia County has an environmental kindergarten.

Mr. Darden, the mini-grant was an enabler; one for which the teachers and, perhaps more importantly, the children of the Kindergarten Center are most grateful.

Sincerely,

S. Earl Watts

S. Earl Watts
Principal

INTRODUCTION

The Columbia County Kindergarten Center is located on a seventeen acre campus. Some twenty years before the site was used by the county and city as a landfill, but the area was leveled and planted with slash pines and it was on this recycled land that the new Kindergarten was constructed. Nestled in among this stand of pines are the fifteen individual classrooms, their colors and shrubbery all blending into the natural setting.

The environmental education program at the Columbia County Kindergarten Center is one which all who have worked in its development are extremely proud. Maybe the impetus came partly from the site selection or from a far sown seed in an adminstrative mind but in the past year the environmental education program has made giant strides.

The Columbia County Kindergarten Center purposes to produce a series of mini-lessons based on using an on-site Environmental Study Area. These lessons have been field tested and evaluation strategies have been included. Allowances have been made for distribution of the mini-lessons to all Columbia County elementary teachers and for single copy distribution to each school district in Florida.

This booklet is affectionately dedicated to the children of the Columbia County Kindergarten Center. It's their environment, too.

These mini-lessons were written by teachers, field tested by teachers and revised by teachers. Every mini-lesson included in this booklet has not only passed the teacher test by also the much more difficult student test. However, what works for one teacher or one class may not work for another, so feel free to revise, modify and change any of these lessons so it suits you and your unique situation. We welcome any "feedback" from users and promise that all suggestions will be seriously considered.

The seven project objectives were gleaned from the Florida Master Plan and Action Guide for Environmental Education. They were chosen as ones we felt were teachable to children in primary school. The mini-lessons' objectives relate to this larger, more global, project objective. Since the lessons were developed by independent teams of teachers, there may be some overlap among the lesson objectives.

The Project Objectives are:

1. Perceive the natural world as a complex interdependent, interacting system.
2. Understand that if the natural world is to function properly, all of its parts must function properly.

3. Appreciate the idea that all of the natural materials that can be recycled, must be recycled. Materials man considers waste must be reused if future generations are to have the necessities of life.
4. Comprehend man's total dependance in the biological organisms which make up the living life support system of the earth. Man depends on these organisms for his health, safety and happiness.
5. Recognize that man's morality demands the right for any species of living creature to exist in suitable natural habitat.
6. Understands that man's production of art, literature, music and recreational program is sufficient evidence of the therapeutic effects of natural environments.
7. Perceive that a sense of awe, wonder and appreciation of the natural world is an essential part of man's ethical guidelines.

I. PROJECT OBJECTIVE: To produce students who perceive the natural world as a complex, interdependent, interacting system.

II. LESSON OBJECTIVE: To show children how animals use natural materials to provide food and shelter.

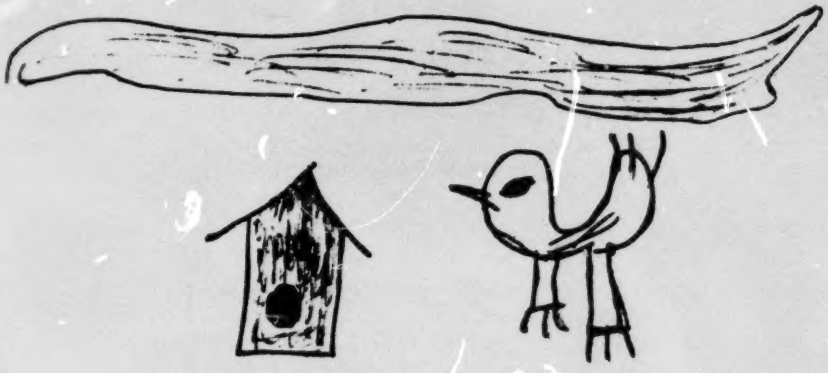
III. INTRODUCTION: A child will observe signs that show how animals interact with their environment. The teacher will point out signs and explain their significance to the children.

IV. ACTIVITIES: 1. Explore the Environmental Study Area and call attention to signs of animals living there. 2. Discuss the various signs observed. 3. Ask children to find an example of an animal depending upon a plant, a plant depending on an animal, and man depends on both plants and animals.

V. ADDITIONAL SUGGESTIONS: Bulletin boards for Environment Studies; available from Knapp and Sein Instructor Curriculum Material. Film list available from Department of Natural Resources, Tallahassee, Florida. Also Audubon Aids, available from 1130 Fifth Ave., N.Y. Nature Bulletin, National Audubon Society.

VI. EVALUATION: 1. Make exhibit in classroom of examples of animal signs (chewed pine cones, bones showing teeth marks, bird feathers.) 2. Pictures drawn by children. 3. Pantomime activities of animals seen. 4. Identify points on interdependence circle: (A) by pictures drawn,(B) by making a chart,(C.) by photographs

By: Mrs. Celesta Milton
Mrs. Jeanne Nicely
Miss Carol Zurbrick



I. PROJECT OBJECTIVE: To produce students who perceive the natural world as a complex, interdependent, interacting system.

II. LESSON OBJECTIVE: To observe the process of decomposition in a controlled area and relate it to decomposition in the natural environment.

III. INTRODUCTION: Living organisms can develop and grow on organic material which provides food for them. These organisms will break down and use the organic material and both it and the organisms will turn back into soil material.

IV. ACTIVITIES: 1. Provide fish bowl or aquarium to hold specimens upon which the mold will be grown.

2. Have children bring pieces of apple, bread, etc. and any other material upon which mold grows quickly.

3. Record daily observations of mold. 4. Make safari along nature trail to get berries, leaves, fruit, etc. from trees and shrubs for other materials that will support mold growth.

V. EVALUATION: Children will find examples of mold on the Environmental Study Area and verbally relate it to the mold in the classroom.

By: Mrs. Celesta Milton
Mrs. Jeanne Nicely
Miss Carol Zurbrick

I. PROJECT OBJECTIVE: Understand if the natural world is to function properly, all of its parts must function properly.

II. LESSON OBJECTIVE: 1. To observe soil obtained from several different places. 2. To observe how plants and animals change soil.

III. INTRODUCTION: What is soil? How is soil made? There are many different kinds of soil, and we can take a field trip on our Environmental Study Area to observe some soil. Animals, including man, and plants depend on soil for growth, therefore, we should save the soil.

IV. ACTIVITIES: Visit the Environmental Study Area and:

1. Collect leaves, sand, rocks. 2. Dig soil and leaves from a dry area. 3. Dig soil and leaves from a damp area. 4. Feeling: feel the sandy soil to find particles to describe (hard, soft, rough, smooth, grainy, etc.) 5. Seeing: observe soil and particles with naked eyes and magnifying glass. Discuss colors, etc. to see what plants and animals are in each kind.

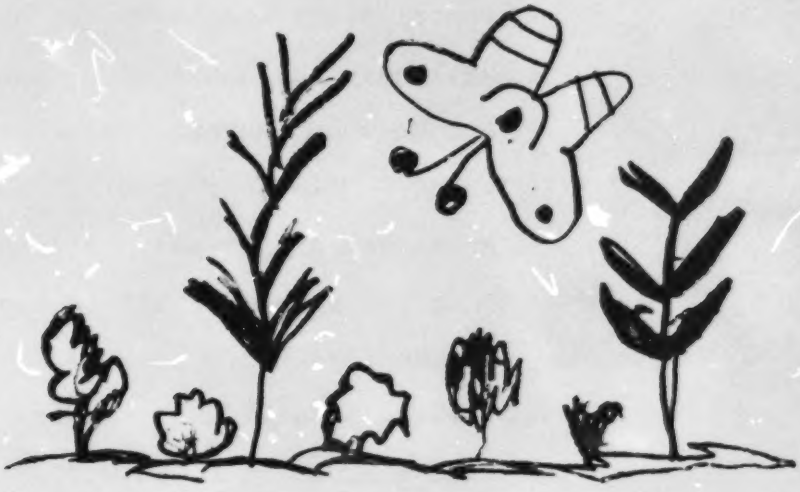
6. Smelling: ask a pupil to smell the sandy soil, the damp soil. Tell the difference, if any. Put small pieces of charcoal in both kinds of soil. Let set, check for a change in odor.

7. Hearing: use small rocks, rub together over a pan for particles. Imitate the sounds of rubbing. Rub some dry leaves, listen for sound.

V. ADDITIONAL SUGGESTIONS: 1. Pour water into soil to observe how particles separate from sand. 2. Put equal amounts each of soil, sand and gravel in separate containers with water, then place in some container; point out how layers settle. Add charcoal and use for a plant terrarium.

VI. EVALUATION: Children will be able to correctly identify four things commonly found in the soils along the Environmental Study Area. Children will be able to place pictures of soil, grass, cows and man in the proper order of a food chain.

By: Mrs. Jennie Kelly
Mrs. Dorothy Simpson



I. PROJECT OBJECTIVE: Understand that if the natural world is to function properly, all of its parts must function properly.

II. LESSON OBJECTIVE: To learn about plants and temperature, to help children observe the veins in leaves, and to observe the differences among these trees;- pine, oak and dogwood.

III. INTRODUCTION: The sun is a source of heat. Plant growth is affected by this, too. The sun gives heat in the summer and winter. It would be too cold for us to live in winter without the sun. The temperature changes in the sun and shade.

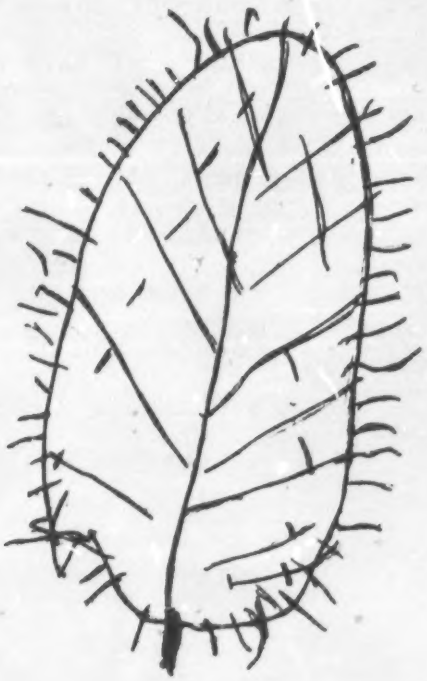
IV. ACTIVITIES: Collect leaves from trees in the Environmental Study Area and make a booklet. The booklet will have the shape of a leaf. Compare pine, oak and dogwood leaves, feel leaves of each, study veins. Make leaf prints. Make leaf people. Compare green and dry leaves. Discuss. Divide the class into two groups to sit in the shade or sun. Discuss, exchange groups.

V. ADDITIONAL SUGGESTIONS: Music (records) - reference:
Making Music Your Own Series - Kindergarten level
The Fall - blue record - #5 - Page 54
Autumn Leaves - orange record - #8 - Page 56
Weather Song - orange record - #8 - Page 133

Books: Winter Day - Bowmar, Autumn - Bowmar, Winter Is Here - SVE, Autumn Is Here - SVE

VI. EVALUATION: Children will be able to correctly identify oak, dogwood and pine trees on the Environmental Study Area. Children will be able to explain the function of leaf veins. Children will be able to draw plants in shade and sun and correctly identify where the temperature is greater.

By. Mrs. Jennie Kelly
Mrs. Dorothy Simpson



I. PROJECT OBJECTIVE: Appreciate the idea that all of the natural materials that can be recycled must be recycled. Materials man considered waste must be reused if future generations are to have the necessities of life.

II. LESSON OBJECTIVE: To achieve an understanding that certain man-made products that are ordinarily wasted, usch as empty tin cans, may be recycled and changed into useful objects.

III. INTRODUCTION: Man's concept of waste conflicts with the scientific principles of the "closed system" within which we live. In order to approriately modify this outdated concept we must have concrete experiences with recycling waste products. The basis of this mini-lesson will be the construction of a creature cage. To create a comfortable environment for insects that will closely resemble the insects' nautral environment with the addition of leaves and grass, two identical tuna cans, wire screen and heavy duty scissors are needed for assembling. When the construction of the cage is completed the creature cage will be secure, well ventilated and its cap will easily and quickly slip on and off.

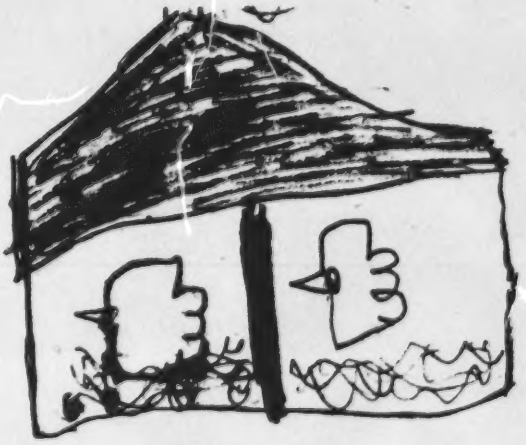
IV. ACTIVITIES: Take several creature cages to the outdoor study area and collect specimens to observe. Return them to their natural habitat after identifying specimen from insect reference materials. Record observation on experience chart. Have children illustrate the specimen. Classify specimens according to color, size, habitat, method of moving etc.

V. ADDITIONAL SUGGESTIONS: A. Save a number of tin can lids. For tinkling wind chimes, drill or puncture holes near edge of lids. Spray paint the lids in bright colors, hanging to dry on string. Assemble in vertical rows with clear heavy duty fishing line, knotting at each hole. Suspend from narrow wooden bar so lids overlap at sides and jingle in breeze. Collect tin cans of all shapes and sizes, with top and bottom lids removed. If there are rough sharp edges, tape with adhesive tape.

B. The school could recycle aluminum cans by providing a collection site and receptacle. Children should be involved in transporting collected cans to recycling center and the transaction with the company representative. The money may be spent for beautification on school grounds.

V. EVALUATION: Group: Inter-class visitation - children will explain to another class what they have learned or done. Dictated experience charts.
Individual: Illustration indicating uses of empty cans.

By: Miss Marilyn Floyd
Mrs. Judith McCullers



I. PROJECT OBJECTIVE: Comprehend man's total dependance in the biological organisms which make up the living life support system of the earth. Man depends on these organisms for his health, safety and happiness.

II. LESSON OBJECTIVE: To distinguish between man-made and natural objects found in the Environmental Study Area.

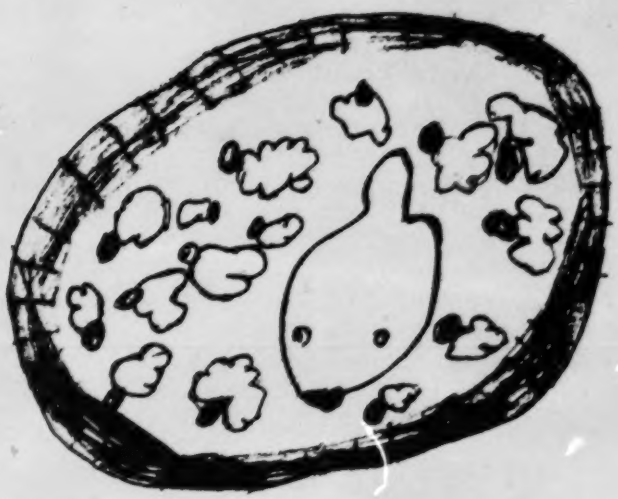
III. INTRODUCTION: All conditions and influences affecting the life and development of a living thing is considered its environment. Soil, air, water, plants, climate, etc. are some of the things that make up our environment. Some living things are more adaptable to different or changing environments than others. Fish must have a water environment, penguins a cold climate, earthworms the soil. The man-made environment consists of things man is responsible for such as houses, schools and cities.

IV. ACTIVITIES: Demonstrate the difference between natural and man-made objects in the classroom. Then challenge the children to find three examples of man-made and three examples of natural objects in the Environmental Study Area.

V. EVALUATION: Children will be able to sort a group of man-made and natural objects into these two catagories.

MATERIALS: Examples of man-made objects (pencils, blocks, cans). Examples of natural objects (leaf, fish, pigeons)

By: Miss Barbara Douglas
Mrs. Diane Perry



I. PROJECT OBJECTIVE: Comprehend man's total dependence in the biological organisms which make up the living life support system of the earth. Man depends on these organisms for his health, safety and happiness.

II. LESSON OBJECTIVE: Students will understand that animals and plants must have air in order to live. Plants and animals contribute to each others air supply.

III. INTRODUCTION: Plants give off oxygen which animals need to breathe. Animals give off carbon dioxide which plants need. Plants and animals depend on one another and since plants can not do anything to protect this balance, it is up to people.

IV: ACTIVITIES: Children hold breath for a few seconds to find that they must breathe. Discuss what would happen to them if there was no clean air for them to breathe. Let children decide what would happen to a frog, bear, elephant, etc. if those animals did not have oxygen in the air to breathe. Plants give off oxygen, therefore, man depends on plants for part of his air. Have children exhale several times and explain that this breath is what plants need.

V. EVALUATION: Children will make two creative pictures, 9" x 12". First picture - children cut pictures of a flower from a catalogue or magazine and paste in middle of paper. Cut pictures of people and paste all around flower to symbolize that the flower needs the people. Second picture - children draw pictures of themselves in center of paper. Cut pictures of trees and flowers and paste around self to symbolize that man needs green plants.

MATERIALS: 9" x 12" newsprint
Scissors
Catalogues and magazines
Glue
Crayons

By: Miss Barbara Douglas
Mrs. Diane Perry

I. PROJECT OBJECTIVE: Comprehend man's total dependence in the biological organisms which make up the living life support system of the earth. Man depends on these organisms for his health, safety and happiness.

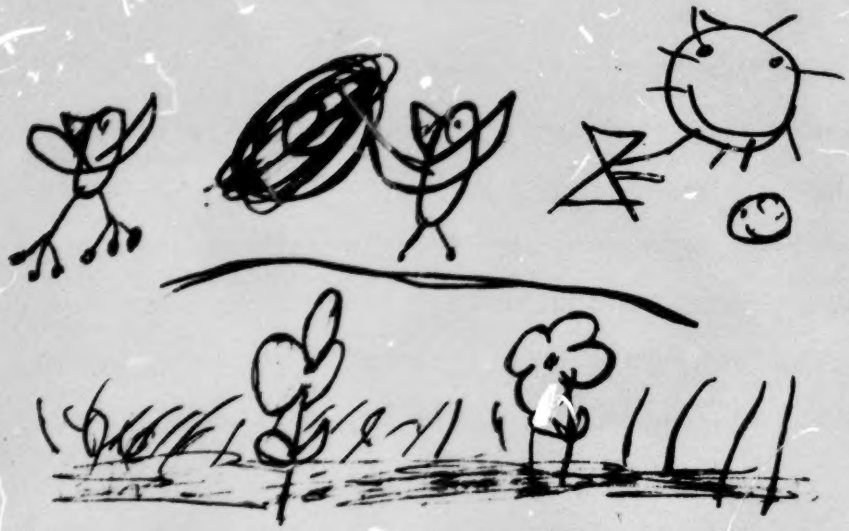
II. LESSON OBJECTIVE: To help students learn that all animals need food and all food ultimately comes from the sun.

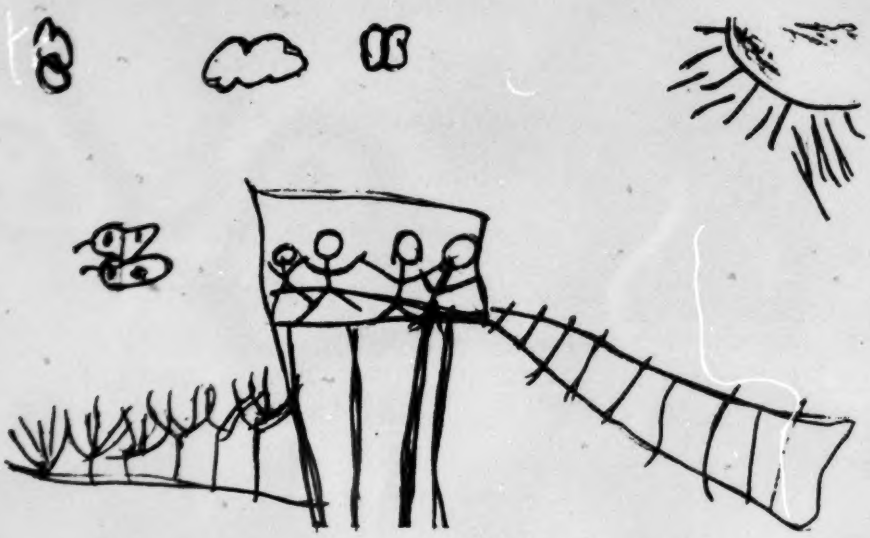
III. INTRODUCTION: Food (energy) follows definite pathways into animals, including man's bodies. If these pathways or chains are traced back to the original source, it can be discovered all food chains ultimately begin with the sun.

IV. ACTIVITIES: Tell a story which illustrates the food chain. Ex: "I saw a mockingbird eat a grasshopper today. What do you think a grasshopper eats? (Grass) Grass depends on the soil and the sun. How does the grasshopper depend on the grass and the sun and so forth?" Children will then go on the Environmental Study Area and try to find examples of the food chains present there. Attempts will be made to include man in as many of these food chains as possible.

V. EVALUATION: A ditto will be prepared with pictures and captions of a "mixed-up" food chain. Children will be asked to connect the items in the food chain in proper order.

By: Miss Barbara Douglas
Mrs. Diane Perry





I. PROJECT OBJECTIVE: Students will recognize that man's morality demands the right for any species of living organism to exist in suitable natural habitat.

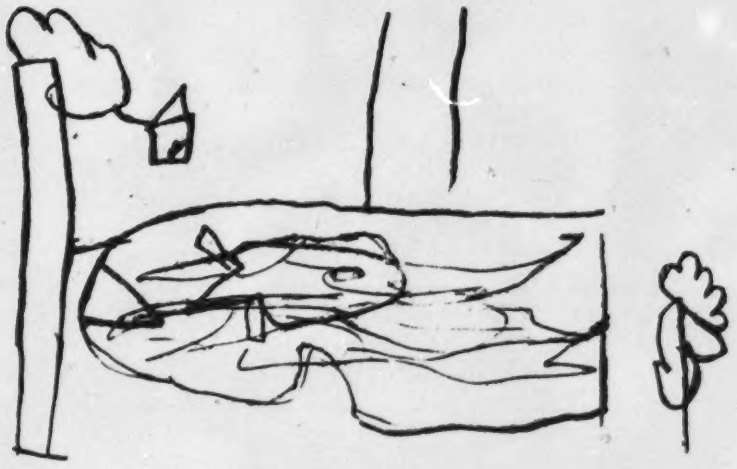
II. LESSON OBJECTIVE: To develop in children an awareness and sensitivity to all forms of life--plants, animals and fellow humans.

III. INTRODUCTION: Knowledge is one way to relate to the natural world; awareness and sensitivity is another way. Technology has removed modern man from intimacy with nature and, to a degree, has insulated him from the realization of his dependance on natural systems. This lesson attempts to remove some of that insulation.

IV. ACTIVITIES: Children will visit the Environmental Study Area and determine where the following animals exist and what things are essential for their existence. Grey squirrel, earthworm, fish, ground beetle, mockingbird (and whatever else they manage to discover). In the outdoor classroom or other suitable place children will relate these animals with the specific places where they are usually found (habitat). What would happen if...questions will be asked about each creature. Emphasis will be placed on man's relationship to each animal and its habitat.

V. EVALUATION: Children will be asked to draw a picture of an animal they found on the Environmental Study Area and include as many components of its habitat as possible. Children will be asked to draw pictures of their habitat.

By: Miss Reginia Arrington
Mrs. Jacquelyn Hunter



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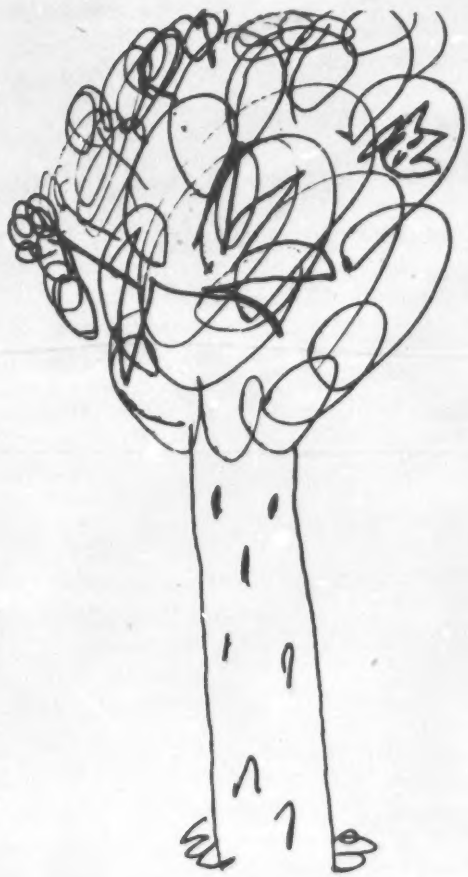
IV. ACTIVITIES: Divide into two groups. One group will be animals like the grey squirrel and the other group will be habitats like oak trees. Use cut out pictures and the name of the animal or plant on file folder labels. Each player wears the label on his back and can see everyone's label but their own. Players walk about acting out clues to each other trying to match the animal with the habitat. When time is called, animals and habitats that are properly paired are the winners. Players <u>may not</u> use words.

V. MATERIALS: File folder labels

VI. EVALUATION: Children will correctly match animal pictures with pictures of their habitats.

By: Miss Reginia Arrington
Mrs. Jacquelyn Hunter



I. PROJECT OBJECTIVE: Understand that man's production of art, literature, music and recreational programs is sufficient evidence of the therapeutic effects of natural environments.

II. LESSON OBJECTIVE: To develop an appreciation for literature by using nature.

III. ACTIVITIES: Story Number I: Students should be seated in a semi-circle. Stimulate interest by asking the following questions before reading the two stories: 1. What's meant by rent? 2. Name some trees you know. 3. Why do you think the tree's for rent in the story? As I read the story, let's see if you can answer these questions. Story Number II: Ask the following questions before reading: 1. What's meant by a forester? 2. What does a forester do? 3. Does he wear a uniform? Read the story to students, say, as I read the story let's see if you can answer the questions.

IV. EVALUATION: Story I: Students will be able to describe the tree that was for rent, the color, size and name of tree. Story II: Students will describe a forester, the color of his uniform and his duties.

V. REFERENCES: Story Number I: Tree For Rent

Story Number II: I Want To Be A Forester

By: Mrs. Alice Niblack
Miss Joyce Smith

I. PROJECT OBJECTIVE: Understand that man's production of art, literature, music and recreational programs is sufficient evidence of the therapeutic effects of natural environments.

II. LESSON OBJECTIVE: To learn that trees move under certain conditions.

III. ACTIVITY: Choose a record which illustrates a variety of rhythms and tempos, encourage students to express through movements with the time of music how trees move when the wind blows, how trees move when it rains, when it snows, when they are very still. A teachers can be the leader of this musical game, then choose a student as leader. Continue game until every child has had a chance to be leader.

IV. EVALUATION: Children will be able to demonstrate four movements of trees; when the wind blows, when it rains, when it snows and when they are very still. Students will be able to move in the time with the music.

By: Mrs. Alice Niblack
Miss Joyce Smith

I. PROJECT OBJECTIVE: Understand that man's production of art, literature, music and recreational programs is sufficient evidence of the therapeutic effects of natural environments.

II. LESSON OBJECTIVE: To learn to make Sound Shakers by using chinaberries, acorns or other material from the Environmental Study Area.

III. TITLE: Making A Muiscal Instrument - A Sound Shaker

IV. ACTIVITY: Tour nature trail, find the area where the chinaberry trees are. Collect about 10 seeds for each student. Place seeds in paper cups, masking tape tops of cups. Students may shake sound shakers to beat of a record or without the use of record.

V. EVALUATION: Students will be able to discuss the materials used to make sound shakers. Students will be able to shake the sound shakers to beat of music.

VI. MATERIALS: Chinaberries, 7 ounce paper cups, masking tape.

By: Mrs. Alice Niblack
Miss Joyce Smith

I. PROJECT OBJECTIVE: Understand that man's production of art, literature, music and recreational programs is sufficient evidence of the therapeutic effects of natural environments.

II. LESSON OBJECTIVE: To enjoy the out-of-doors and learn to relate to a natural environment during recreational programs.

III. ACTIVITIES: Appoint one person in the class "it". "It" is assigned a habitat (a tree) that the rest of the class must touch to be home free. "It" counts until everyone is hidden then asks "Are you ready?" "It" then leaves the habitat and starts looking for his classmates. The last one to reach the habitat becomes "it" and the game starts over again.

IV. EVALUATION: Students will play the game without the help of the instructor.

By: Mrs. Alice Niblack
Miss Joyce Smith

I. PROJECT OBJECTIVE: Perceive that a sense of awe, wonder and appreciation of the natural world is an essential part of man's ethical guidelines.

II. LESSON OBJECTIVE: To observe the development of life and appreciate the mysteries of it.

III. INTRODUCTION: Throughout recorded history man has wondered about life. To the philosopher, its mysteries were something to contemplate; to the scientist, they were something to explore. All to often modern man takes life for granted and fails to appreciate the beauty and mystery involved in a living organism.

IV. ACTIVITIES: Select a small isolated area of the Environmental Study Area and have the children disturb the top three or four inches of soil. Mark the area carefully and return to the site at one week intervals for a month. As you visit the site, encourage the children to observe the new plant growth that will occur. Ask, "Where did these plants come from? Why? How do you feel about that? How would you feel if a man came and took it all away? How would you feel if a rabbit or bird came and ate it all?" Try to encourage the children to express their feelings and emotions about the plants that they have helped get started.

V. EVALUATION: Children will be able to describe (either verbally or through art work) what happens to a distrubed plot of ground on the Environmental Study Area. This description will include a recognition of their influence on the vegetation.

By: Kedra Hewitt

I. PROJECT OBJECTIVE: Perceive that a sense of awe, wonder, and appreciation of the natural world is an essential part of man's ethical guidelines.

II. LESSON OBJECTIVE: To perceive a sense of awe, wonder, and appreciation of nature by observing the hatching of eggs.

III. INTRODUCTION: Crack a chicken egg to observe the "seed" from which a baby chick will grow. (Technical background information can be found in Chapter 5 "Science for Young" from the book, Helping Young Children Learn by E. G. Pitcher and others, Charles E. Merrill.

IV. ACTIVITIES: 1. Discuss and set up a classroom incubator. 2. Make a calendar to chart time for incubation. 3. Arouse interest in the incubator area by colorful pictures of baby birds, chicks, etc. 4. Take a nature walk to look for bird nesting signs. 5. Read the story, The Happy Egg by Ruth Krause. 6. Present the song "Growing" by Hap Palmer-Learning Basic Skills Through Music Volume I. 7. Stress special care be given bird feeders to provide plenty of food for nesting birds in the Environmental Study Area. 8. Make a "string Tree" of materials to aid birds building nests.

V. EVALUATION SUGGESTIONS: By the completion of the mini-lesson students will be able to put in proper sequence a three picture story of the hatching of a chicken.

By: Mrs. Clarice Davis
Mrs. Shirley Hoffmann

I. PROJECT OBJECTIVE: Perceive that a sense of awe, wonder, and appreciation of the natural world is an essential part of man's ethical guidelines.

II. LESSON OBJECTIVE: To develop an appreciation for nature through participating in nature hikes and to understand that nature is a source of inspiration for music.

III. INTRODUCTION: Books: Helping Young Children Learn by Pitcher, Lasher, Feinburg and Hammond. World Book Encyclopedia

IV. ACTIVITIES: Visit the Environmental Study Area and listen for the sounds of nature. Compare natural sounds with environmental sounds. Discuss the sounds of the school, city and home. Help children to realize that nature sounds are not man-made or controlled by man. Which sounds do you like best? Why?

V. EVALUATION: Children will be able to distinguish natural sounds from man-made sounds.

By: Mrs. Clarice Davis
Mrs. Shirley Hoffmann

ENVIRONMENTAL SERVICES

Rt. 12, Box 978 • Tallahassee, Florida 32304 • PHONE: 904/877-2682
David E. LaHart, Director

April 19, 1974

Mr. C. Richard Tillis
Bureau Chief
Department of Education
Environmental Education
Knott Building
Tallahassee, Florida
32304

Dear Mr. Tillis:

I have reviewed the mini-lessons produced by the teachers at the Columbia Kindergarten Center and offer the following comments and suggestions.

Individually the mini lessons range from good to outstanding. For persons not specifically trained in curriculum development, these teachers have done an excellent job. I firmly believe that experienced classroom teachers are the most poorly utilized educational resource in Florida. This packet of mini-lessons merely shows what they can do if given the opportunity.

But this product is a very small part of the total impact of the mini-grant on the Kindergarten Center. The E.S.A. is constantly in use and the self-contained classrooms resemble environmental museums. The enthusiasm and cooperation of the teachers is fantastic. Florida has an Environmental Kindergarten; a place where the entire curriculum is based on interdisciplinary environmental studies.

If the mini-grant was to provide "seed money", it has done its job in Columbia County. The seed has germinated and the resulting bloom has to be seen to be fully appreciated.

Sincerely,

David E. LaHart
Project Consultant
Environmental Services

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